



CECIL COLLEGE

December 15, 2022

Dr. James D. Fielder
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

Enclosed for the Commission's review is a proposal for a new concentration within the Associate of Science degree in Public Health offered by Cecil College:

**AS Public Health – Behavioral Health Counseling Concentration
Proposed HEGIS 1214.00 CIP 51.2201**

We have mailed a check for \$250 to cover the Commission's fee for this review.

Should you have any questions or require additional information, please contact Dr. Colleen Flewelling, Associate Dean for Academic Assessment and Development, at 443-674-1948 or cflewelling@cecil.edu.

Sincerely,

Christy Dryer, DNP
Vice President of Academic Programs

Academic Programs

One Seahawk Drive • North East, MD 21901 • 410-287-1000 • www.cecil.edu

OWN YOUR FUTURE



**Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	
---------------------------------	--

Each action below requires a separate proposal and cover sheet.

- | | |
|-----------------------------|---|
| New Academic Program | Substantial Change to a Degree Program |
| New Area of Concentration | Substantial Change to an Area of Concentration |
| New Degree Level Approval | Substantial Change to a Certificate Program |
| New Stand-Alone Certificate | Cooperative Degree Program |
| Off Campus Program | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name:
	Signature: <i>Mary Kay Bolt</i> Date:
	Date of Approval/Endorsement by Governing Board:

**CECIL COLLEGE
NEW CONCENTRATION PROPOSAL
AS PUBLIC HEALTH – BEHAVIORAL HEALTH COUNSELING CONCENTRATION
PROPOSED HEGIS 1214.00 CIP 51.2201**

A. Centrality to institutional mission statement and planning priorities:

The Associate of Science in Public Health offers students a flexible degree program designed to provide a sound base of foundational credit coursework and additional career specific studies and/or competencies in the discipline of public health. Through a combination of general education requirements, core electives, specific public health studies, and a final capstone assignment, graduates are prepared to enter the workforce and/or pursue further education in the field of public health.

The Behavioral Health Counseling Concentration will prepare students to apply to the Maryland Board of Professional Counselors and Therapists for a certificate as a behavioral health counseling trainee. In addition, graduates may choose to transfer to a public or community health degree program at a four-year institution. Because of a shortage of public health workers in Cecil County, including mental health professionals, this program was developed in consultation with the Cecil County Health Department to prepare generalists who can continue their studies at the bachelor’s level and beyond.

By introducing students to this new field, this program directly supports Cecil College’s mission to provide a supportive learning environment to students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce. The College is committed to administrative, financial, and technical support for this program (see section L below) and to continuing this program to allow enrolled students to complete it.

B. Critical and compelling regional or Statewide need as identified in the State Plan:

The AS in Public Health, Behavioral Health Counseling Concentration, prepares students for either an entry level position in public and behavioral health counseling, or for further study in this field at a four-year institution. Students’ expenses for their degree are greatly reduced when they complete two years of their degree at Cecil College. The chart below compares tuition at 4-year state institutions which have Public Health programs with the cost of attending Cecil College. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting goal 1 (Access, priority 1) of the Maryland State Plan for Education. Completing two years of college at a community college is an alternative way to keep postsecondary education affordable without compromising high-quality education.

Institution	Rate	Cost per credit 2022-23	Cost for 60 credits	Savings over 2 years
Cecil College	In-county	\$130	\$7,800	-
Morgan State University	In-state	\$250	\$15,000	\$7,200
Salisbury University	In-state	\$309	\$18,540	\$10,650
University of Maryland – College Park	In-state	\$404	\$24,240	\$16,440

In addition, supporting goal 2 (Success, priority 5) of the Maryland State Plan for Higher Education, this program includes a real-world experiences in SWK 203 Substance Abuse Experiential Lab course. In this course, students will participate in a substance abuse facility under the supervision of an agency professional. In addition, in this program, students will have an opportunity to have a paid internship/fellowship with the Cecil County Health Department (CCHD) to gain work experience while working on their degree. CCHD currently has opportunities for both Mental Health Initiative fellows and Behavioral Health fellows.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

A Public Health degree with a Behavioral Health Counseling Concentration prepares students a public and behavioral health position. Maryland’s Department of Labor, Licensing and Regulation projects a significant increase from 2020-2030 in the number of openings for these types of positions.¹

Field	2020-2030 Percent Change in openings in Maryland
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	+23.4%

D. Reasonableness of program duplication:

Research conducted to develop this program shows that there are five similar Associate degree programs in Maryland.

Institution	Program Name	Degree Offered
Anne Arundel Community College	Public Health Professions	Associate
Carroll Community College	Arts and Sciences, Public Health Concentration	Associate
Community College of Baltimore County	Humanities and Social Sciences, Public Health Concentration	Associate
Montgomery College	Public Health Sciences	Associate
Prince George’s Community College	Public Health Science	Associate

Because these programs are located more than 50 miles from Cecil College’s campus, offering this program at Cecil College will allow students in Cecil County a more accessible and affordable option to study nearby their residence.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

We anticipate there will be no impact on the implementation or maintenance of high-demand programs at HBI’s.

F. Relevance to the identity of Historically Black Institutions (HBIs)

A bachelor’s degree programs in Public Health is offered at Morgan State University. Because Cecil’s AS program in Public Health may lead to transfer to a bachelor’s degree program, graduates could choose to attend any of these institutions. Cecil College also plans to pursue an articulation agreement with Morgan State University for this program.

G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

The following information on degree requirements, learning outcomes, and course descriptions will be made available to students in the college catalog, which is available on the Cecil College website. Students may also consult with advisors and faculty members to learn about these programs.

Information about new programs is clearly and accurately represented in advertising, recruiting, and admissions materials. The College’s Academic Programs unit widely shares information about the requirements for new or changed degrees in MHEC-approved programs. The Admissions and Marketing departments use this information to update application and inquiry forms, internal recruitment products, and other marketing materials.

Faculty at Cecil College design all courses and programs, which are then presented to the Academic Affairs Committee, a committee comprised primarily of faculty, for approval. This concentration was designed by Dr. Wayne Beckles, Associate Professor of Social Work, Dr. Jennifer Scott-Greenfield, chair of the Human Services department, and Dr. Nancy Norman-Marzella, Dean of Health and Human Sciences, in consultation with Lauren Levy, J.D., M.P.H., Health Officer for the Cecil County Health Department.

The proposed AS in Public Health, Behavioral Health Counseling Concentration, requires the following courses:

Course Code	Courses (30 Credits)	Credits
BIO 209	Human Anatomy and Physiology II	3
BIO 219	Human Anatomy and Physiology II Lab	1
PBH 104	Introduction to Public Health	3
PBH 110	Introduction to Epidemiology	3
SOC 105	Perspectives in Human Diversity	3
COU 104	Medical Aspects of Chemical Dependency	3
COU 213	Ethics in Addictions Counseling	3
PSY 201	Human Growth and Development	3
SWK 203	Substance Abuse Experiential Lab	3
SWK 204	Basic Interviewing Skills	3
ELECT	Program Elective*	2

* Students will consult their academic advisor related to credential assessment; suggested electives are PSY 227 Introduction to Abnormal Psychology, SOC 102 Social Problems (SS), or SOC 103 Marriage and the Family (SS).

COURSE DESCRIPTIONS

BIO 209 Human Anatomy and Physiology II (SL) completes the sequence of study of the human body by studying the following organ systems: endocrine, cardiovascular, respiratory, digestive, urinary and reproductive. Relevant topics of metabolism, electrolyte balance and human genetics and development are included. Credits: 3 Prerequisite(s): BIO 208, BIO 218, MAT 093 or MAT 097 Corequisite(s): BIO 219

BIO 219 Human Anatomy and Physiology II Lab uses models, microscopes, dissections and experimental observations to reinforce topics in the endocrine, cardiovascular, digestive, respiratory, urinary and reproductive systems. Credits: 1 Prerequisite(s): BIO 218 Corequisite(s): BIO 209

COU 104 Medical Aspects of Chemical Dependency provides the student an overview of the physiological and psychological effects of alcohol and other sedative-hypnotics, narcotics, stimulants, and psychedelics on the drug user. Areas that will be examined for each drug classification include drug absorption, distribution, metabolism and half-life, tolerance and cross tolerance, and drug elimination. Credits: 3 Corequisite(s): EGL 101

COU 213 Ethics in Addictions Counseling will introduce students to ethical issues pertinent to Addictions Counseling. Students will be exposed to a comprehensive view of ethical issues including how to identify ethical issues and how to address a wide variety of ethical situations. Students will review codes of ethics for the National Association for Alcoholism and Drug Abuse Counselors (NAADAC) as well as for the American Counseling Association (ACA) and the National Association of Social Work (NASW). Particular emphasis will be placed on credentialing and regulating agencies; client and counselor rights and responsibilities; confidentiality and its limits; professional relationships; professional boundaries; dual and multiple relationships; boundary crossings; and boundary violations. Specific emphasis is placed on the unique ethical issues faced in addictions counseling, including but not limited to: counselors who are in recovery, and the challenges of working with mandated client populations. Credits: 3

PBH 104 Introduction to Public Health provides a general introduction to the study of health in populations, including the fundamentals of epidemiology, biostatistics, environmental health, health administration, and health education. Students will receive an overview of the profession of public health, including the history of public health, ethical issues in public health, and the public health workforce. Students will explore emerging issues in public health, such as the impact of infectious diseases on global populations, bioterrorism, and public health preparedness. Students will explore the role of government in public health and public health policy issues, such as access to healthcare. Credits: 3 Prerequisite(s): EGL 093

PBH 110 Introduction to Epidemiology provides an introduction to principles and methods of epidemiological investigation and introduces the application of different types of research design for investigating the etiology of disease. The course will focus on describing the patterns of illness in populations for both infectious and noninfectious diseases. Credits: 3 Prerequisite(s): BIO 101, BIO 111, MAT 093 or MAT 097 Corequisite(s): PBH 104

PSY 201 Human Growth and Development (SS) studies the developing person through the lifespan, from conception to death. Current research and theories are studied in order to describe and explain physical, cognitive, social, emotional, and personality development in infancy, childhood, adolescence, young adulthood, middle age, and late adulthood. The importance of specific environmental contexts in development, and applications of research and theory are emphasized. Credits: 3 Prerequisite(s): PSY 101

SOC 105 Perspectives in Human Diversity (SS) introduces the concepts of diversity consciousness, recognizing and overcoming diversity barriers, and identifying and appreciating cultural differences. Ethical and practical considerations are integrated through the use of case studies, projects, and reaction papers. Credits: 3 Prerequisite(s): EGL 093

SWK 203 Substance Abuse Experiential Lab focuses on the study of alcohol and drug abuse. Students will participate in a substance abuse facility under the supervision of an agency professional. Students will apply fundamental knowledge, skills, values and ethics to practice. Students will examine the theoretical perspectives on abuse, pharmacological characteristics of commonly abused substances, and stages of dependence and addiction. Credits: 3 Prerequisite(s): SWK 204

SWK 204 Basic Interviewing Skills is an introduction to the principles and practices of social work interviewing and counseling. Through the use of role-play and simulated interview sessions, students will develop basic interviewing skills for assessment, planning, and intervention. Throughout the exercises, students will evaluate the outcome of the interactions and the progress of the client. Students review personal ethics while developing a counseling orientation appropriate to working with people of various social and economic backgrounds. Credits: 3 Prerequisite(s): EGL 101

Upon successful completion of this program, students will be able to:

- Demonstrate the entry level knowledge, and written and verbal communication skills and abilities associated with public health
- Apply the acquired skills and knowledge to practice in an entry-level public health position
- Transfer to a baccalaureate program of study with public health generalist or specialized bachelor's degree programs including behavioral health, health education, health administration, and/or environmental health

In addition, all Public Health students take the following General Education requirements

General Education Requirements (30 credits)		General Education Code	Credits
EGL 101	College Composition	E	3
ARTS/HUM	Arts/Humanities Elective	H	3
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
BIO 208	Human Anatomy and Physiology I	S	3
BIO 218	Human Anatomy and Physiology I Lab		1
EGL 211	Technical Writing		3
MAT 127	Introduction to Statistics	M	4
PSY 101	Introduction to Psychology	SS	3
SOC 101	Introduction to Sociology	SS	3
SPH 121 or SPH 141	Interpersonal Communications OR Public Speaking	H	3

Total Credits: 30

BIO 101 General Biology (S) introduces the student to the basic biological principles common to all living things, with emphasis on evolution, molecular biology, diversity, ecology, physiology and genetics. Credits: 3 Prerequisite(s): MAT 092 or MAT 097 Corequisite(s): EGL 101

BIO 111 General Biology Lab is a laboratory course designed to actively involve the student in the process of science. The student will perform experimental activities in the field or lab that study ecology, molecular biology, and genetics using team work and scientific instrumentation. Credits: 1 Prerequisite(s): MAT 092 or MAT 097 Corequisite(s): BIO 101

BIO 208 Human Anatomy and Physiology I (S) studies the structural and functional organization of the human organism with initial emphasis on the concepts of homeostasis and levels of organization. This is followed by a brief survey of histology and then the study of four organ systems: integumentary, skeletal, muscular and nervous. It is strongly recommended that students take an introductory Biology course before enrolling in an Anatomy and Physiology course. Credits: 3 Prerequisite(s): MAT 093 or MAT 097 Corequisite(s): BIO 218, EGL 101

BIO 218 Human Anatomy and Physiology I Lab reinforces the topics covered in the lecture course BIO208 with hands-on activities. Students will use models, wall charts, microscopes, dissections and experimental observations. Students will study basic histology as well as the structure and function of the skin, skeletal, muscular, and nervous systems. It is strongly recommended that students take an introductory Biology course before enrolling in an Anatomy and Physiology course. Credits: 1 Corequisite(s): BIO 208

EGL 101 College Composition (E) teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the revision process by integrating self-evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce a minimum of 7,500 words, approximately 5,000 words of which are finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. 3 credits. Pre-requisites: C or better in COL 081 and EGL 093 or equivalent skills assessment.

EGL 211 Technical Writing entails the study and practice of written communications in professional settings. In an ongoing workshop, students will be asked to think critically about rhetorical situations; analyze and address case studies; collaborate with team members; research, design, and write effective, ethical texts; develop multiple literacies for multiple audiences; respond constructively to peer writers; present texts through a variety of electronic media; and improve oral presentation and discussion skills. Credits: 3 Prerequisite(s): "C" or higher in EGL 101

MAT 127 Introduction to Statistics (M) introduces students to the study of measures of central tendency, measures of variation, graphical representation of data, least squares regression, correlation, probability, probability distributions, sampling techniques, parameter estimation, and hypothesis testing. The emphasis is on applications from a variety of sources including newspapers, periodicals, journals, and many of the disciplines that students may encounter in their college education. Students shall be expected to gather and analyze data, and formally report the results of their research. The use of technology and statistical software is integrated throughout the course. Credits: 4 Prerequisite(s): EGL 093, MAT 093 or MAT 095 or MAT 097, a Grade of C or better in MAT 093 or MAT 095

PSY 101 Introduction to Psychology (SS) is both the scientific and philosophical study of behavior and thought. Topics covered include methods used to study behavior, perspectives on personality, biological basis of behavior, states of consciousness, human development, learning, memory, motivation, emotion, social psychology, and mental health and adjustment. Credits: 3 Prerequisite(s): EGL 093

SOC 101 Introduction to Sociology (SS) is the study of human society and social interaction. The course objectives are to understand the basic concepts, origins and theories of sociology; to evaluate the impact of gender and sexual orientation in family life, the workplace and education; to analyze the cultural and social forces which govern human behavior in a diverse society; to describe the positive and negative functions of group conformity; and to apply sociological concepts to everyday life. Credits: 3 Corequisite(s): EGL 093

SPH 121 Interpersonal Communications (H) is a survey course covering all facets of human communication. The course emphasizes basic communication skills and awareness of what contributes to effective communicating, as well as what contributes to messages miscommunicated. It also provides students with practice in verbal and listening skills. Students relate communication learning to all areas of life and career skills. Classroom discussions, activities, and experiments on a variety of topics are used as a basis for students' growing awareness of perception and skills in communication. Credits: 3 Corequisite: EGL093

SPH 141 Public Speaking (H) Public Speaking is the study of the principles and models of communication in conjunction with hands-on experience in the planning, structuring, and delivery of speeches. Students study and deliver several kinds of public address. The course also provides students with a model for constructive criticism to teach the students what contributes to effective public speaking. Credits: 3 Corequisite(s): EGL 093

Cecil College does not contract with another institution or non-collegiate organization in providing this program.

H. Adequacy of articulation

Cecil College currently has articulation agreements for the Public Health degree with Wilmington University and American Public University. The College is pursuing an articulation agreement for this program with Salisbury University.

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

Faculty Member	Credentials	Status	Courses Taught
Wayne Beckles, Associate Professor of Social Work	E.D. Morgan State University (Education)	Full-time	COU 213 Ethics in Addictions Counseling
Melissa Burke, Assistant Professor of Biology	M.A.T. University of Maryland (Secondary Education of Biology)	Full-time	BIO 208 Human Anatomy and Physiology I BIO 218 Human Anatomy and Physiology I Lab
Heather Cadogan, Associate Professor of Biology	M.S. Clemson University (Biological Sciences)	Full-time	BIO 101 General Biology BIO 111 General Biology Lab

Faculty Member	Credentials	Status	Courses Taught
Jennifer Casper, Associate Professor of Sociology	Ph. D. University of Missouri – Columbia (Sociology)	Full-time	SOC 101 Introduction to Sociology SOC 105 Perspectives in Human Diversity
Christopher Gaspare, Assistant Professor of English	M.A. Washington College (English)	Full-time	EGL 101 College Composition EGL 211 Technical Writing
Susan Marengo, Associate Professor of Biology	Ph.D. Colorado State University (Physiology)	Full-time	BIO 209 Human Anatomy and Physiology II BIO 219 Human Anatomy and Physiology II Lab
Kim Sheppard, Professor of Mathematics	M.S. Clemson University (Mathematics)	Full-time	MAT 127 Introduction to Statistics
Meredith Lutz Stehl, Professor of Sociology and Psychology	Ph.D. Drexel University (Clinical Psychology)	Full-time	PSY 101 Introduction to Psychology PSY 201 Human Growth and Development
Debra Divirgilio	M.N.M Regis University (Non-Profit Management)	Part-time	SPH 141 Public Speaking
Adam Fraser	M.A. University of Delaware (Education)	Part-time	SPH 121 Interpersonal Communication
Marion Gill	M.S.W. Salisbury University (Social Work)	Part-time	SWK 204 Basic Interviewing Skills
Zohaib Ishaq	M.P.H. Benedictine University (Health Education and Promotion)	Part-time	PBH 104 Introduction to Public Health
Roberta Johnson	D.S.W. Walden University (Social Work)	Part-time	COU 104 Medical Aspects of Chemical Dependency PBH 110 Introduction to Epidemiology
Rebecca S. Larson	M.S.W. University of Maryland (Clinical Social Work)	Part-time	SWK 203 Substance Abuse Experiential Lab

Faculty have several opportunities for ongoing professional development in pedagogy. Cecil College's Catalyst-The Center for Teaching and Learning offers regular monthly workshops on refining pedagogical techniques, course design, and identifying technologies to improve face-to-face, hybrid, HyFlex, and online teaching. The College also funds faculty participation in academic conferences, including conferences focused on pedagogical topics.

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Cecil College's Cecil County Veterans Memorial Library is a member of Maryland Digital Library (MDL) and the Maryland Community College Library Consortium (MCCLC). CCVM Library has reciprocal borrowing privileges with other community college libraries within the state of Maryland. CCVM Library also subscribes to Inter-Library Loan, where students and faculty can request physical books, eBooks, and scholarly articles from institutions nationwide.

Students can make an appointment to meet one-on-one or in groups with the Instructional Librarian for assistance with the following: narrowing down a research topic, finding articles in the library databases, finding books and eBooks, evaluating resources, and crafting citations. The Instructional Librarian also visits classes upon request to teach library information sessions tailored to class projects and curricula.

The library subscribes to approximately 85 online databases that support programs offered at Cecil College. The following databases may help most with varying aspects of the Associate of Science in Public Health degree: ProQuest Biological Science, ProQuest Career and Technical Education, CINAHL, ProQuest Consumer Health, ProQuest Criminal Justice, ProQuest Health and Medical, EBSCO Health Source Consumer Edition, EBSCO Health Source Nursing/Academic Edition, ProQuest Healthcare Administration, Joanna Briggs Institute, Medline, ProQuest Nursing and Allied Health, Nursing Reference Center Plus, OVID, ProQuest Psychology, ProQuest Public Health, ProQuest Science, ProQuest Social Science, and ProQuest Sociology. In addition to these databases, there are several library guides dedicated to locating physical and online resources in the field of health science.

CCVM Library offers both a 20,000-volume physical book collection, and 209,000 volume online eBook collection for student use with texts directly related to courses in Public Health, as well as a list of open resources on its Open Educational Resources (OER) LibGuide that both students and faculty can utilize. The library also has several course textbooks on reserve for students to use in the library. CCVM Library staff welcomes and encourages faculty to submit requests for books, multi-media resources, and databases to support student projects and teacher instruction throughout the academic year.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

All students have the opportunity to utilize all physical facilities on campus including the Library; the Arts and Sciences Building; the Engineering and Math Building; Physical Education Complex; and the Technology/Conference Center, housing the computer lab, a student lounge / dining area and a Conference Center.

The department has sufficient dedicated office space for program faculty, staff, and students. Faculty offices include a desk and multiple chairs available for private conferences with students and/or faculty, bookshelves for department resources, and a locked file cabinet to secure program materials.

There is also dedicated office space for adjunct faculty. The adjunct offices are equipped with computers, desks, chairs, and telephones.

Multiple conference rooms are available for faculty meetings and or private conferences with students in the Engineering and Math Building, the Arts and Science Building, and the Physical Education Complex.

Available technology includes state-of-the-art smart classrooms with interactive white boards, projection systems, immediate capture and documentation cameras, wireless internet access, and the College-wide

course management system, Blackboard, which can provide on-line learning to supplement courses. All students and faculty are provided with College email addresses.

The North East campus computer lab, housed in the Technology Center, provides 28 computers and technology resource staff, during regular lab hours, to assist students. The Writing Center is a free service to all Cecil College students. Tutors are available during a variety of day and evening hours to assist students with reading and writing assignments in any subject. Free subject matter tutoring is also available to all students upon request.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

1. Complete [Table 1: Resources \(pdf\)](#) and [Table 2: Expenditure\(pdf\)](#). [Finance data\(pdf\)](#) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

TABLE 1: RESOURCES

	Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Reallocated funds	\$0	\$0	\$0	\$0	\$0
2.	Tuition/Fee Revenue (c + g below)	\$29,250	\$35,245	\$45,900	\$52,440	\$64,155
a.	Number of F/T students	3	3	4	4	5
b.	Annualized Tuition/Fee Rate ¹	\$4,550	\$4,655	\$4,725	\$4,830	\$4,935
c.	Total F/T Revenue (a x b)	\$13,650	\$13,965	\$18,900	\$19,320	\$24,675
d.	Number of P/T students	6	8	10	12	14
e.	Credit Hour Rate	\$130	\$133	\$135	\$138	\$141
f.	Annualized Credit Hour Rate ²	\$2,600	\$2,660	\$2,700	\$2,760	\$2,820
g.	Total P/T Revenue (d x e x f)	\$15,600	\$21,280	\$27,000	\$33,120	\$39,480
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources	\$3,150	\$3,770	\$4,820	\$5,440	\$6,490
	Total (add 1-4)	\$32,400	\$39,015	\$50,720	\$57,880	\$70,645

Cecil College expects that this program will enroll approximately 9 students in the first year, with subsequent modest growth. Like other programs at Cecil, we expect that about 75 percent of these students will enroll part-time.

We are projecting tuition increases of 2% each year. Other sources of revenue include Student Development fees (\$8/credit) and Registration fees (\$75/semester). On average, full-time Cecil students take 35 credits per year; part-time students take 20 credits per year on average.

¹ Assumes Cecil County resident taking 35 credits per year.

² Assumes Cecil County resident taking 20 credits per year.

TABLE 2: EXPENDITURES

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Faculty (b + c below)	\$7,967	\$8,120	\$8,276	\$8,435	\$8,597
a.	# FTE	0.05	0.05	0.05	0.05	0.05
b.	Total Salary	\$5,443	\$5,525	\$5,608	\$5,692	\$5,777
c.	Total Benefits	\$2,524	\$2,595	\$2,668	\$2,743	\$2,820
2.	Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a.	#FTE	0	0	0	0	0
b.	Total Salary	\$0	\$0	\$0	\$0	\$0
c.	Total Benefits	\$0	\$0	\$0	\$0	\$0
3.	Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a.	# FTE	0	0	0	0	0
b.	Total Salary	\$0	\$0	\$0	\$0	\$0
c.	Total Benefits	\$0	\$0	\$0	\$0	\$0
4.	Equipment	\$0	\$0	\$0	\$0	\$0
5.	Library	\$0	\$0	\$0	\$0	\$0
6.	New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7.	Other Expenses	\$0	\$0	\$0	\$0	\$0
	Total (Add 1-7)	\$7,967	\$8,120	\$8,276	\$8,435	\$8,597

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. Faculty FTE is estimated based on the expected amount of time the dean of health and human sciences will devote to advising and administering this program, or .05 FTE.

Salaries are forecasted to increase 1.5% each year, while health benefits are forecasted to increase 3.5% each year. Library resources and equipment are budgeted within the general operating budget on an ongoing basis.

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Faculty members are evaluated every semester by students enrolled in their courses. The College uses an electronic survey process (Evaluation Kit) and students are required to complete the evaluation within a specified time frame at the end of the semester or they are locked out of the learning management system (Blackboard) until they complete the survey. This has resulted in a very high response rate for all courses. In addition, faculty members are assessed in the classroom by the appropriate dean or designee each semester for their first year at Cecil College, annually for the next two years, and every three years thereafter. Student course evaluations are an important component in the College’s process of monitoring student satisfaction.

All faculty members are contractually obligated to complete an annual report that includes assessment results. Faculty satisfaction is monitored through the Great Colleges to Work For Survey, which is administered every two years.

The College's Assessment Plan requires that each learning goal for an academic program be reviewed at least once every four years. These assessments are used to make improvements to the program. In addition, the College has an established Comprehensive Program Review process through which programs evaluate their strengths, opportunities, and cost effectiveness every eight years.

Student retention rates are regularly monitored by the division dean.

N. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Cecil College embraces the value of diversity, and strives to continuously foster inclusiveness, and has identified "Graduates will illustrate knowledge of ...the Diversity of Human Cultures" as one of the institution's six General Education learning goals.


The College has several programs and clubs for minority students. The Peer-to-Peer Mentorship program for all underrepresented students pairs new students with more seasoned students to assist them in finding academic resources to help them succeed. Underrepresented students are also highly encouraged to attend at least one leadership conference or event each semester. Some of the conferences students have attended in the past include: West Chester University Latinx Communities Conference; Male Students of Color Conference at Montgomery College; Student Leadership Conference; The National Association for the Advancement of Colored People (NAACP) Banquet; Community College Student Advocacy Day in Annapolis; and The Alpha Phi Alpha Fraternity Inc. Scholarship Banquet. The Multicultural Student Union, a student club at the College, sponsors annual celebrations and values diversity in social, cultural, educational, and volunteer activities.

The Cecil College Library's Diversity & Inclusivity Subject Guide collects resources on topics such as: gender equality, LGBTQ+, people with disabilities, various cultural communities, and inequalities in social services. Resources include articles, websites, videos, etc. that are freely available on the web, as well as resources such as e-books and database articles which are only available to the College Community.

O. Relationship to low productivity programs identified by the Commission:

This program is not related to low productivity programs identified by the Commission.

The Health Resources and Services Administration has designated Cecil County as having a shortage of mental health workers. As a result, the Cecil County Health Department asked the College to create this concentration to help address a worker shortage in our area. The College recently suspended programs in Addictions and Chemical Dependency because of low productivity; this new program was developed to prepare students for a broader variety of behavioral health counseling fields. In addition, graduates can use their coursework to apply for a behavioral health trainee certificate with the state.

P. If proposing a distance education program, please provide evidence of the  Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

Cecil College is a member of NC-SARA and follows C-RAC guidelines for distance education.